


Curious-city, NC coverage per subject, 4.0 AWGS


 <b>KS1</b>		National Curriculum 2014 coverage within Curious-city™ enquiries																	
		Y1							Y2										
<b>Geography</b>		What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What are we?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my (classroom) be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is a home?	How will we get around in the future?
<b>Locational knowledge</b>	name and locate the world's seven continents and five oceans																		
<b>Place knowledge</b>	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas																		
<b>Human and physical geography</b>	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country																		
<b>Geographical skills and fieldwork</b>	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles																		
	use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather																		
<b>Geographical skills and fieldwork</b>	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop																		
	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage																		
	use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map																		
<b>Geographical skills and fieldwork</b>	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key																		
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment																		

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 <b>KS2</b>		National Curriculum 2014 coverage within Curious-city™ enquiries																												
		Y3				Y4				Y5				Y6																
<b>Geography</b>		Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	Why are more people becoming vegetarians?	Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	How can science help the vulnerable?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forests actually do?	How are lives saved?	Who were the greater engineers?	Linnaeus and Darwin - what connects them?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
<b>Locational knowledge</b>	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities																													
<b>Place knowledge</b>	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time																													
<b>Human and physical geography</b>	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)																													
<b>Human and physical geography</b>	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America																													
	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle																													
<b>Geographical skills and fieldwork</b>	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water																													
	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied																													
<b>Geographical skills and fieldwork</b>	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world																													
	use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies																													

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